

WARREN TOWNSHIP SCHOOLS



Strategic Plan

2020-2025

Submitted to the Warren Township Board of Education
May 11, 2020

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Acknowledgments

Throughout the 2019-2020 school year, Warren Township Board of Education members engaged in the strategic planning process alongside students, alumni, staff members, administrators, parents, and community members.

Board of Education Members

2019	2020
David Brezee, President	Chris Bellmann, President
Lisa DiMaggio, Vice President	Patricia Zohn, Vice President
Aaron Bellish	Aaron Bellish
Chris Bellmann	Mark Bisci
Naresh Chand	David Brezee
Marc Franco	Susie Chu
Jeannine Sarosy	Lisa DiMaggio
Ayanna Taylor-Venson	Marc Franco
Patricia Zohn	Ayanna Taylor-Venson

Ad Hoc Strategic Planning Committee Members

Matthew Mingle, Chair
 Chris Bellmann
 David Brezee
 Lisa DiMaggio (through December 31, 2019)
 Marc Franco (beginning January 1, 2020)
 Candie Hengemuhle (through June 30, 2019)
 Bill Kimmick
 Pat Leonhardt
 Derek Ressa (beginning July 1, 2019)
 Ayanna Taylor-Venson

Mr. Ben Shuldiner and Dr. Rebecca Stilwell from Orgwell Global facilitated the strategic planning process.

Action Plan Team Members

The following individuals were instrumental to the creation of the final strategic plan through their commitment as members of the focus area action teams.

Competencies

Lynn Degen, Co-Chair
Danielle Lader, Co-Chair
Alison Tugya, Co-Chair
Bill Kimmick, District Representative
Meredith Landau
Lynn Mazur
Simone Miller
Jessica Nathan
Alexandra Pranzo
Shannon Sharkey
Myranda Shimko
Heather Silver

Equity & Consistency

Scott Cook, Co-Chair
Nelly Pucci, Co-Chair
Rebecca Sutherland, Co-Chair
Matthew Mingle, District Representative
Jessica Bodajlo
Lisa Carlson
Jeff Heaney
Peter Kassalow
Hannah Nizri
Alyssa Pech
Patricia Zohn

Voice & Engagement

Darby Finkelstein, Co-Chair
Stacey Modugno, Co-Chair
Kristen Stoyanov, Co-Chair
Derek Ressa, District Representative
Rohini Anandan
Jill Andrews
Carolyn Bolcar
Christine Cirrotti
Megan O'Donnell
George Villar

Health, Wellness & Safety

Mary de Stefano, Co-Chair
Jessica Halpern, Co-Chair
Christine Smith, Co-Chair
Patricia Leonhardt, District Representative
Melinda Bariso
Lauren Farrell
Kathy Helewa
Sara Kolesar
Stephanie Lindy
Maria Mensinger
San Oboh
Parita Patel
Kristina Traynor
MaryEllen Weaver
Michelle Wegener

Timeline

April 24, 2019	Ad Hoc Strategic Planning Committee review of draft request for facilitator proposals
May 6, 2019	Board of Education adopts Ad Hoc Strategic Planning Committee goals
May 20, 2019	Ad Hoc Strategic Planning Committee review of facilitator proposals
June 4 and 10, 2019	Ad Hoc Strategic Planning Committee interviews of potential facilitators
August 18, 2019	Stakeholder input session - administrators
October 14-15, 2019	Stakeholder input sessions - employees
November 18, 2019	Stakeholder input sessions - community, principals, alumni
December 16, 2019	Cabinet work session with consultants
December 16, 2019	Ad Hoc Strategic Planning Committee review of proposed strategic plan focus areas
December 16, 2019	Board meeting presentation of strategic plan focus areas
January 13, 2020	Faculty meeting presentations of strategic plan focus areas
January 28, 2020	Action team meeting
February 6, 2020	Action team chairs meeting
Weeks of February 10 and 17, 2020	Action team work sessions
February 25, 2020	Action team meeting
March 5, 2020	Ad Hoc Strategic Planning Committee review of proposed strategic plan
March 10, 2020	Action Team chairs meeting
April 2, 2020	Ad Hoc Strategic Planning Committee review of proposed strategic plan
May 7, 2020	Proposed strategic plan shared with faculty via Staff Update
May 11, 2020	Board meeting presentation of the proposed strategic plan
June 8, 2020	Board action on the proposed strategic plan

Mission Statement

The mission of the Warren Township School District is to provide, through a safe, nurturing yet challenging environment, all students with an outstanding education that engages students and fosters academic excellence, healthy social and emotional development, and a lifelong passion for learning.

From a Place of Strength...

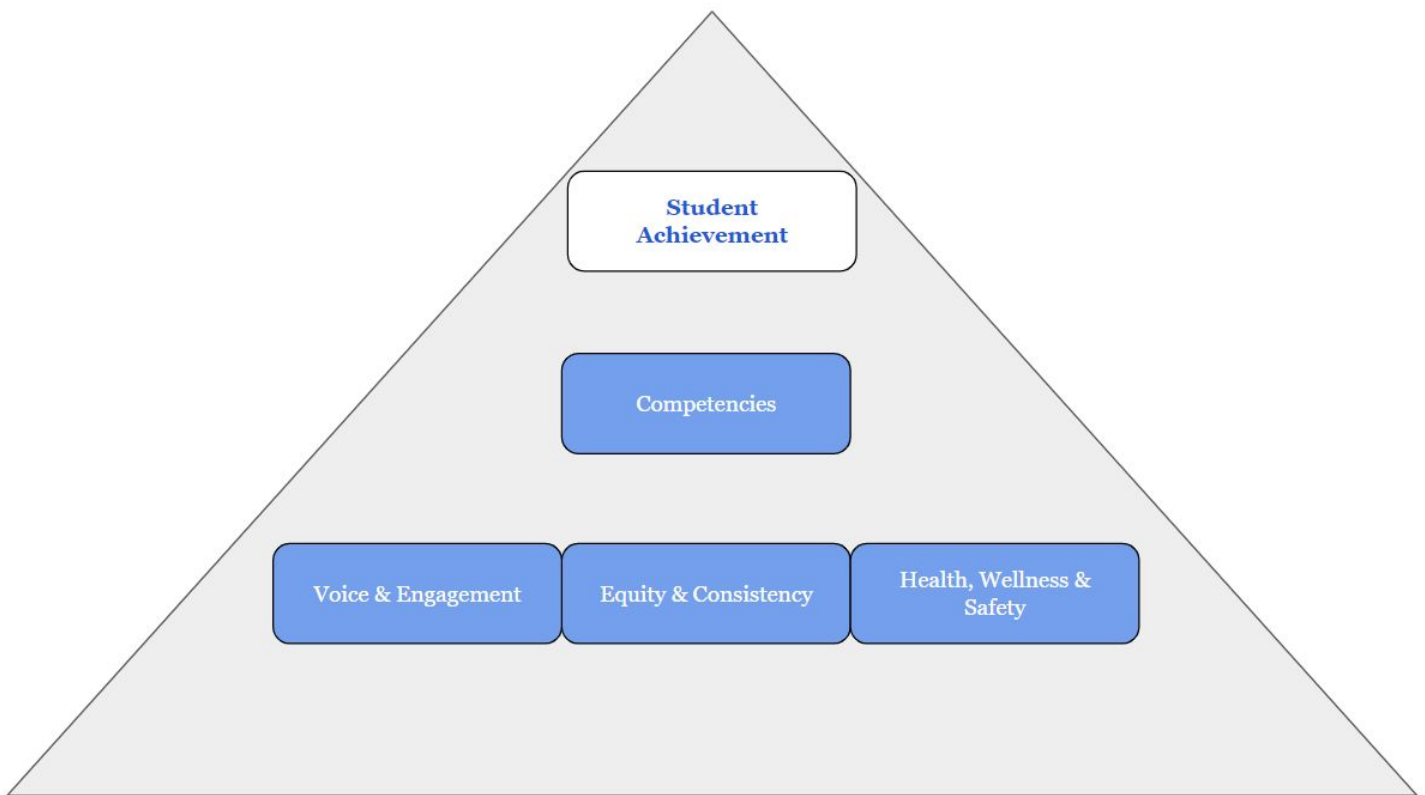
The process of collecting feedback about the current state of the Warren Township Schools through student, parent/community members, and staff input sessions confirmed that most stakeholders take great pride in the school district and its many strengths. Each group's perspective on the district's top areas of strength are listed below:

Students	Community Members	Faculty and Staff	Administrators
Teachers	Learning Environment	Student Performance	Comprehensive Student Experience
Clubs/Activities	Teachers	Technology	Parental Involvement
	School Policies	Student Supports	Teachers
	Resource Availability	Facilities	District Operations
	Parental Involvement	Parental Involvement	

...to New Levels of Student Achievement

The process of coding and analyzing the data for each stakeholder group, synthesizing the results across groups, creating commitments to respond to the desired state of the district data, developing goals within each commitment area, and refining those goals through an iterative process within mixed stakeholder committees, with the Ad Hoc Strategic Planning Committee, and by the action team chairs led to the recommended commitments, goals, and opportunities for action that follow.

The vision is that this focus for the years 2020-2025 will drive excellence towards the district's mission, with student achievement as the ultimate goal.



Commitments

Feedback from students, parents, staff members, and the community led to the identification of four areas of focus for the development of the strategic plan. In analyzing the data and potential ways to address growth opportunities, the action teams wrote commitment statements to guide strategic plan goal setting.

Competencies	Voice & Engagement	Equity & Consistency	Health, Wellness & Safety
<p>The Warren Township School District commits to providing each student with the academic and social-emotional competencies necessary to succeed in school, career, and life.</p>	<p>The Warren Township School District commits to providing enhanced two-way communication in order to encourage stakeholder voice and accountability while providing support to all participants engaged in the learning process.</p>	<p>The Warren Township School District commits to providing each student with access to appropriate opportunities for a rich array of academic and social-emotional experiences in a manner considerate of an equitable approach to staff responsibilities.</p>	<p>The Warren Township School District commits to providing an optimal learning environment that is physically, socially and emotionally safe for students and adults.</p>

Goals

In order to meet these commitments, two goals were identified as priorities within each focus area.

GOALS			
Competencies	Voice & Engagement	Equity & Consistency	Health, Wellness & Safety
GOAL 1	GOAL 1	GOAL 1	GOAL 1
Strengthen each student's academic competencies by fostering a supportive instructional culture.	Streamline existing two-way communications between district stakeholders to maximize consistency, efficiency and effectiveness.	Provide each student with a rich array of academic, enrichment, and diverse social experiences.	Promote the health and social-emotional wellness of students by equipping each staff member with skills to identify related factors and enhance support systems.
GOAL 2	GOAL 2	GOAL 2	GOAL 2
Strengthen each student's social-emotional competencies to maximize growth and capabilities.	Investigate and adopt a partnership-driven change management process.	Create a culture that values diversity.	Maintain and improve all district facilities in conjunction with the district safety and security plan.

Opportunities for Action

In addition to developing commitment statements and goals, the action teams reviewed a variety of potential resources to identify opportunities for action that should be considered when developing action plans to operationalize the strategic plan over the next five years.

Competencies

GOAL 1

Strengthen each student's academic competencies by fostering a supportive instructional culture.

- Evaluate current programming and address gaps in how each program supports individualized assessment, goal setting and growth mindset.
- Support a culture where students and staff reflect on learning/growth and set realistic goals.
- Research and expand student opportunities to explore global issues and partnerships.
- Research and develop assessment opportunities that emphasize transfer of skills, problem solving, creativity, citizenship, and critical thinking.

Competencies

GOAL 2

Strengthen each student's social-emotional competencies to maximize growth and capabilities.

- Research best practices in social-emotional learning (SEL) to determine core beliefs and common approaches.
- Increase stakeholders' awareness and understanding of inter- and intra-personal social-emotional competencies and their role in supporting the development of student SEL competencies.
- Research strategies to integrate summative and formative assessment of student social-emotional competencies.
- Evaluate and revise master schedules to support social-emotional competencies.

Voice & Engagement

GOAL 1

Streamline existing two-way communications between district stakeholders to maximize consistency, efficiency and effectiveness.

- Enhance protocols that identify and address communication needs that arise from the stakeholders.
- Enhance the framework that drives consistency in handling of communications.
- Evaluate need for an integrated communication application/platform.
- Create a mechanism to oversee ongoing communication processes.

GOAL 2

Investigate and adopt a partnership-driven change management process.

- Anticipate needs that arise from stakeholders as a result of planned changes.
- Incorporate stakeholder voice for planned changes.
- Communicate change to key stakeholders with tailored messaging.
- Evaluate effectiveness of the change implementation.

Equity & Consistency

GOAL 1

Provide each student with a rich array of academic, enrichment, and diverse social experiences.

- Ensure that staff workload and responsibilities are balanced in support of our student experiences
- Create criteria within categories that guide school-based decision-making.
- Evaluate current school model and configurations.
- Share school-specific experiences with the public.
- Address employee feedback specific to equity and consistency.

GOAL 2

Create a culture that values diversity.

- Explore student population and changing demographics
- Analyze how we are meeting the diverse needs of our student population
- Explore how we can further support our diverse student population
- Develop consistent communication in which staff members with diverse roles meet with principals to discuss staff concerns and job satisfaction.

Health, Wellness & Safety

GOAL 1

Promote the health and social-emotional wellness of students by equipping each staff member with skills to identify related factors and enhance support systems.

- Enhance ability to identify and respond to student needs through targeted professional development of staff
- Annual student and staff surveys to identify stressors
- Evaluate and determine steps to support staff in reducing given stressors.

GOAL 2

Maintain and improve all district facilities in conjunction with the district safety and security plan.

- Implement and refine existing Safety and Security Plan.
- Implement and refine existing Capital Improvement Plan.
- Review Temperature Management Plan.

Definitions

The definitions below are intended to clarify the Action Team's intentions when using the terms in the proposed goals and opportunities for actions.

Capital Improvement Plan - Board of Education approved prioritized list of facility needs

Change Management - the process, tools and techniques to manage the people side of change to achieve the required business outcome; **Change management** focuses on the people impacted by the change.

Competencies - the ability to do something successfully or efficiently

Formative Assessment - assessments that *monitor student learning* to provide ongoing feedback that can be used by instructors to improve teaching and by students to improve their learning.

Growth Mindset - belief that there is always room to improve, as opposed to a fixed mindset that suggests that learning has a fixed end point

Instructional Culture - atmosphere in the classroom that reflects the importance of the work being undertaken by the students and teachers

Interpersonal Skills - skills to support relationships and communication between people

Intrapersonal Skills - skills to manage one's emotions, responsibilities and well-being

Safety and Security Plan - compilation of recommendations from Safe Havens International and Security Program Compliance Manager

Social Emotional Learning (SEL) - process through which students understand and manage emotions and positive relationships, set and achieve goals, and make responsible decisions

Social-emotional Wellness - handling stress, negative feelings, and difficult situations positively

Summative Assessment - assessment that *evaluates student learning* at the end of an instructional unit by comparing it against some standard or benchmark

Temperature Management Plan - documented district procedure for climate control

Transfer of Skills - the ability to apply learned skills to a variety of situations

Two-way Communication - feedback from the receiver to the sender that allows the sender to know the message was received accurately by the receiver

Whole Child

The Warren Township School District embraces the ASCD Whole Child approach¹ within its mission.

According to ASCD, “The demands of the 21st century require a new approach to education, one that fully prepares students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.

All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term success.

ASCD's Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. Through this approach, ASCD supports educators, families, community members, and policymakers as they move from a vision about educating the whole child to sustainable, collaborative actions.”

Two sets of tables are included on the following pages to assist in connecting the strategic plan goals to the whole child indicators. First, a grid connecting each of the 60 indicators (10 per tenet and 10 for sustainable) can be found. Next, a list of indicators connected to each goal can be found.

This information should be taken into consideration to assist with the development of measurements of success for strategic plan implementation.

¹ <http://www.ascd.org/whole-child.aspx>

Goals by Indicator

Healthy - Each student enters school **healthy** and learns about and practices a healthy lifestyle.

	C Goal 1	C Goal 2	V&E Goal 1	V&E Goal 2	E&C Goal 1	E&C Goal 2	HW&S Goal 1	HW&S Goal 2
Our school culture supports and reinforces the health and well-being of each student.		X					X	X
Our school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.		X					X	
Our school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.	X	X					X	
Our school facility and environment support and reinforce the health and well-being of each student and staff member.		X					X	X
Our school addresses the health and well-being of each staff member.		X					X	
Our school collaborates with parents and the local community to promote the health and well-being of each student.	X	X	X				X	
Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.	X	X					X	
Our school sets realistic goals for student and staff health that are built on accurate data and sound science.		X					X	
Our school facilitates student and staff access to health, mental health, and dental services.		X					X	
Our school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.							X	

Safe - Each student learns in an environment that is physically and emotionally **safe** for students and adults.

	C Goal 1	C Goal 2	V&E Goal 1	V&E Goal 2	E&C Goal 1	E&C Goal 2	HW&S Goal 1	HW&S Goal 2
Our school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.								X
Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.								X
Our physical, emotional, academic, and social school climate is safe, friendly, and student-centered.	X	X			X		X	X
Our students feel valued, respected, and cared for and are motivated to learn.	X	X		X	X		X	
Our school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.		X					X	
Our school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior, and reinforcing expectations, rules, and routines.		X					X	
Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.		X					X	
Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.	X	X			X			
Our school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.	X	X			X		X	
Our teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.	X	X					X	

Engaged - Each student is actively **engaged** in learning and is connected to the school and broader community.

	C Goal 1	C Goal 2	V&E Goal 1	V&E Goal 2	E&C Goal 1	E&C Goal 2	HW&S Goal 1	HW&S Goal 2
Our teachers use active learning strategies, such as cooperative learning and project-based learning.	X	X						
Our school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.	X				X			
Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.		X	X	X				
Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.	X				X			
Each student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.	X				X			
Our curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.	X				X			
Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.	X	X						
Our staff works closely with students to help them monitor and direct their own progress.	X	X	X					
Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.	X	X						
Our school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.	X							

Supported - Each student has access to personalized learning and is **supported** by qualified, caring adults.

	C Goal 1	C Goal 2	V&E Goal 1	V&E Goal 2	E&C Goal 1	E&C Goal 2	HW&S Goal 1	HW&S Goal 2
Our school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.	X	X			X		X	
Our teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.	X	X					X	
Our school ensures that adult-student relationships support and encourage each student's academic and personal growth.	X	X	X				X	
Each student has access to school counselors and other structured academic, social, and emotional support systems.	X	X					X	
Our school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.	X	X		X			X	
Our school personnel welcome and include all families as partners in their children's education and significant members of the school community.		X	X	X			X	
Our school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities and opportunities for students.			X	X		X		
Our school helps families understand available services, advocate for their children's needs, and support their children's learning.		X	X				X	
Every member of our school staff is well qualified and properly credentialed.							X	
All adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behavior.	X	X					X	

Challenged - Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

	C Goal 1	C Goal 2	V&E Goal 1	V&E Goal 2	E&C Goal 1	E&C Goal 2	HW&S Goal 1	HW&S Goal 2
Each student in our school has access to challenging, comprehensive curriculum in all content areas.	X	X			X			
Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.	X	X					X	
Our school collects and uses qualitative and quantitative data to support student academic and personal growth.	X	X					X	
Our curriculum, instruction, and assessment demonstrate high expectations for each student.	X	X						
Our school works with families to help all students understand the connection between education and lifelong success.	X	X	X					
Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.	X	X	X					
Our extracurricular, cocurricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship.	X	X						
Our curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.	X	X						
Our school monitors and assesses extracurricular, cocurricular and community-based experiences to ensure students' academic and personal growth.	X	X				X		
Our school provides cross-curricular opportunities for learning with and through technology.	X							

Sustainable - Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach’s long term success.

	C Goal 1	C Goal 2	V&E Goal 1	V&E Goal 2	E&C Goal 1	E&C Goal 2	HW&S Goal 1	HW&S Goal 2
Implementation of a whole child approach to education is a cornerstone of our school improvement plan and is included in our data collection and analysis process.	X	X					X	
Our professional development plan reflects emphasis on and implementation of a whole child approach to education, is individualized to meet staff needs, and is coordinated with ongoing school improvement efforts.	X	X	X	X			X	
Our school regularly reviews the alignment of our policies and practices to ensure the health, safety, engagement, support, and challenge of our students.	X			X				X
Our school uses a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning.	X	X						
Our professional evaluation process emphasizes meeting the needs of the whole child and provides opportunities for individualized professional growth.	X	X					X	
Our school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.	X	X	X	X			X	
Our school implements a proactive approach to identifying students' social, emotional, physical, and academic needs and designs coordinated interventions among all service providers.	X	X					X	X
Our school leaders implement a distributed leadership plan to ensure progress.			X	X				
Our school staff, community-based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student.	X	X	X	X			X	
Our school and all our partners consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner.	X	X	X	X				

Indicators by Goal

<p>Competencies Goal 1 Strengthen each student's academic competencies by fostering a supportive instructional culture.</p>	<p>Healthy - 3, 6-7 Safe - 3-4, 8-10 Engaged - 1-2, 4-10 Supported - 1-5, 10 Challenged - 1-10 Sustainable - 1-7, 9-10</p>
<p>Competencies Goal 2 Strengthen each student's social-emotional competencies to maximize growth and capabilities.</p>	<p>Healthy - 1-9 Safe - 3-10 Engaged - 1, 3, 7-9 Supported - 1-6, 8, 10 Challenged - 1-9 Sustainable - 1-2, 4-7, 9-10</p>
<p>Voice & Engagement Goal 1 Streamline existing two-way communications between district stakeholders to maximize consistency, efficiency and effectiveness.</p>	<p>Healthy - 6 Engaged - 3, 8 Supported - 3, 6-8 Challenged - 5 Sustainable - 2, 6, 8-10</p>
<p>Voice & Engagement Goal 2 Investigate and adopt a partnership-driven change management process.</p>	<p>Safe - 4 Engaged - 3 Supported - 5-7 Sustainable - 2-3, 6, 8-10</p>
<p>Equity & Consistency Goal 1 Provide each student with a rich array of academic, enrichment, and diverse social experiences.</p>	<p>Safe - 3-4, 8-9 Engaged - 2, 4-6 Supported - 1 Challenged - 1</p>
<p>Equity & Consistency Goal 2 Create a culture that values diversity.</p>	<p>Supported - 7 Challenged - 8</p>
<p>Health, Wellness & Safety Goal 1 Promote the health and social-emotional wellness of students by equipping each staff member with skills to identify related factors and enhance support systems.</p>	<p>Healthy - 1-10 Safe - 3-7, 9-10 Supported - 1-6, 8-10 Challenged - 2-3, 9 Sustainable - 2, 5-7, 9</p>
<p>Health, Wellness & Safety Goal 2 Maintain and improve all district facilities in conjunction with the district safety and security plan.</p>	<p>Healthy - 1, 4 Safe - 1-3 Sustainable - 1, 3, 7</p>

Next Steps

The COVID-19 school building closure had had a significant impact on all school district operations, including the finalization of the strategic plan proposal. In addition, workflow impact is significant on administrative and teaching staff members and community members, the same people who will do the important next level of work on developing action plans for the strategic plan.

As the district works on developing its Return to School plans, attention should be given to the commitments, goals, and opportunities for action in the strategic plan for connections, however full scale action plan development and initial implementation will likely be delayed until school district operations return to a new normal level.

As summer 2020 unfolds, administrators and the Board should work together through the district goal setting process to establish reasonable expectations and timelines for school year 2020-2021 progress towards meeting the strategic plan goals.